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ABSTRACT

This book, published annually, contains a collection of 12 refereed, academic research papers devoted to accounting education. Papers are: (1) "The Dual Role of Critical Thinking in Accounting Education" (Mohamed E. Bayou and Alan Reinstein); (2) "Fostering Critical Thinking in Accounting Education: Implications of Analytical Procedures Research" (James L. Bierstaker, Jean C. Bedard, and Stanley F. Biggs); (3) "Integrating Learning Strategies in Accounting Courses" (Barbara J. Eide); (4) "Students May Blossom Using Bloom's Taxonomy in the Accounting Curriculum" (Julia K. Blazelton); (5) "An Exploratory Examination of the Study Time Gap: Students' and Instructors' Estimations of Required Study Time" (Robert H. Sanborn, Bill N. Schwartz, and W. Darrell Walden); (6) "Integrating Research into the Initial Auditing Course" (Paul M. Clikeman); (7) "Analyzing an International Annual Report as a Course Project" (Robert Bloom and David Schirm); (8) "The Effect of Group Rewards on Obtaining Higher Achievement from Cooperative Learning" (Gary M. Grudnitski); (9) "Effective Teaching Techniques: Perceptions of Accounting Faculty" (James D. Stice and Kevin D. Stocks); (10) "Introduction to Accounting: Competencies for Nonaccounting Majors" (Mary S. Doucet, Thomas A. Doucet, and Patricia A. Essex); (11) "Problem-Solving Style and Success in Accounting Curricula" (John Sweeney, Carel Wolk, Scott Summers, and Jim Kurtenbach); and (12) "The Ethics Construct: A Multidimensional Analysis in an Academic Setting" (Daryl M. Guffey and Mark W. McCartney). (All papers contain references.) (CH)

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